DOCUMENT RESUME

ED 351 069 JC 920 547

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TITLE	Amendments to the California State Plan for the Vocational and Applied Technology Education Act.
INSTITUTION	California Community Colleges, Sacramento. Board of Governors.
PUB DATE	Jul 92
NOTE	57p.; Discussed as agenda item 5 at a meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, July 9-10, 1992).
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Community Colleges; Compliance (Legal); Educational Administration; *Educational Legislation; Educational Planning; Educational Policy; *Federal Legislation; Federal Programs; *Federal State Relationship; State Action; *Statewide Planning; Two Year Colleges; *Vocational Education
IDENTIFIERS	*California; *Carl D Perkins Voc and Appl Techn Educ Act 1990

ABSTRACT

The Carl D. Perkins Vocational and Applied Technology Education Act (VATEA) of 1990 modified the allocation of federal resources to support vocational education. The intent of the law was to provide support for program improvement and to ensure access for students from special populations. The California State Plan (CSP), designed to meet the requirements of the VATEA, was approved by the U.S. Department of Education and published in April 1992. In May 1992, public hearings on proposed amendments to the CSP were held. The proposed amendments addressed the following eight areas: (1) Core Measures and Standards; (2) Division of Title II, Part C, Funds Between Secondary School Programs (Section 231) and Postsecondary and Adult Programs (Section 232) Purposes; (3) Waiver Request for Distributing Postsecondary and Adult Vocational Programs (Section 232) Funds; (4) Use of Funds for Technical Assistance from Title III, Part A, State Assistance for Vocational Education Support Programs by Community-Based Organizations, and Title III, Part E, Technical-Preparation Education Programs; (5) Section 225, Programs for Criminal Offenders; (6) California Department of Education State Program and State Leadership Funds, Partnership Academies; (7) Estimated Grant Award Revisions; and (8) Process To Amend the CSP. The amended CSP was submitted to the Department of Education in June 1992. This report reviews each area of the CSP in which changes have been proposed, summarizing testimony received during the public hearings; provides copies of correspondence accompanying the proposal to ED; and presents a copy of the changed sections of the CSP. (PAA)

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AMENDMENTS TO THE CALIFORNIA STATE PLAN FOR THE VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT

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Discussed as agenda item 5 at a meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, July 9-10, 1992).

JC 920 547

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AMENDMENTS TO THE CALIFORNIA STATE PLAN FOR THE VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT

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Second Reading, Action Scheduled

Background

Federal law for vocational education requires that each state identify a sole State agency to be responsible for the administration or supervision of the state vocational education program. In California, the State Board of Education has been designated as the sole State agency. This is consistent with *Education Code* Sections 12000, 12001, and 12050-12060, which designate the administration of federal programs, including state acceptance of vocational education funds, to the State Board of Education.

Federal law permits this sole State agency to delegate some of its responsibilities involving administration, operation, or supervision to one or more appropriate State agencies. In California, the State Board of Education and the Board of Governors have adopted a policy that the Joint Advisory Policy Council on Vocational Education (JAPC) provide the articulation and coordination of vocational education in regard to individual agency policies, procedures, funding allocations, staff responsibilities, planning, and program development.

The JAPC is composed of three members of the State Board of Education and three members of the Board of Governors, who also participate on the Board of Governors Subcommittee for Vocational Education. The chairmanship of the council rotates between representatives of each Board on an annual basis.

The JAPC provides the link to the State Board of Education's policy action by reviewing, discussing, and recommending policies to be adopted. The State Board's responsibility for the administration of the state vocational education program includes the coordination of the development, submission, and implementation of the State plan to meet the requirements of the Carl D. Perkins Vocational and Applied Technology Education Act (VATEA), Amendments of 1990.

The VATEA modifies how federal resources support vocational education and where funds are to be allocated. The purpose of the VATEA is "to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population" (Section 2 of the VATEA). The intent is to utilize federal funds for two purposes: (1) to provide support for program improvement, and (2) to ensure access for students from special populations in vocational education.

Section 113 of the *California State Plan* to meet the VATEA requirements, states: "Any State desiring to receive funds from its allotment for any fiscal year shall submit to the Secretary a State plan for a three-year period, in the case of the initial plan, and a two-year period, thereafter, together with such annual revisions as the State board determines to be necessary." Additionally, "The State board shall conduct public hearings in the state, after appropriate and sufficient notice, for the purposes of affording all segments of the public and interested organizations and groups an opportunity to present their views and make recommendations regarding the State plan. A summary of such recommendations and the State board's response shall be included with the State plan."

Analysis

Public hearings for proposed amendments to the *California State Plan* to meet the VATEA requirements for 1991-94 were held on May 11, 1992, in Sacramento (Department of Transportation), and on May 12, 1992, in Norwalk (Cerritos College) (Attachment C). Written and oral statements were presented at the hearings; written statements were also accepted by mail if received by 5:00 p.m. on May 12, 1992.

The proposed amendments address the following eight areas:

1. Core Measures and Standards (Attachment B);

2. Division of Title II, Part C, Funds Between Secondary School Programs (Section 231) and Postsecondary and Adult Programs (Section 232) Purposes;

3. Waiver Request for Distributing Postsecondary and Adult Vocational Programs (Section 232) Funds;

4. Use of Funds for Technical Assistance from Title III, Part A—State Assistance for Vocational Education Support Programs by Community-Based Organizations—and Title III, Part E—Technical-Preparation Education Programs;

5. Section 225—Programs for Criminal Offenders;

6. California Department of Education State Program and State Leadership Funds—Partnership Academies;

7. Estimated Grant Award Revisions;

8. Process to Amend the *California State Plan*.

A summary of the public hearing testimony to the *California State Plan*, including staff recommendations from the Department of Education and the Chancellor's Office of the California Community Colleges, was presented to the JAPC on June 5, 1992 (Attachment A). A first reading of this item was presented at the May meeting of the Board of Governors, where direction was given to the Board of Governors members of the JAPC. The amended *California State Plan* was submitted to the State Board of Education on June 11, 1992, and to the U.S. Department of Education on June 16, 1992 (Attachment D).

Recommended Action

That the Board of Governors ratify the action taken on June 11, 1992 by the State Board of Education.

Staff Presentation: *Patricia Stanley, Dean*
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Amendments to the California State Plan for the Vocational and Applied Technology Education Act

Background

Federal law for vocational education requires that each state identify a sole State agency to be responsible for the administration or supervision of the state vocational education program. In California, the State Board of Education has been designated as the sole State agency. This is consistent with *Education Code* Sections 12000, 12001, and 12050-12060, which designate the administration of federal programs, including state acceptance of vocational education funds, to the State Board of Education.

Federal law permits this sole State agency to delegate some of its responsibilities involving administration, operation, or supervision to one or more appropriate State agencies. In California, the State Board of Education and the Board of Governors have adopted a policy that the Joint Advisory Policy Council on Vocational Education (JAPC) provide the articulation and coordination of vocational education in regard to individual agency policies, procedures, funding allocations, staff responsibilities, planning, and program development.

The JAPC is composed of three members of the State Board of Education and three members of the Board of Governors, who also participate on the Board of Governors Subcommittee for Vocational Education. The chairmanship of the council rotates between representatives of each Board on an annual basis.

The JAPC provides the link to the State Board of Education's policy action by reviewing, discussing, and recommending policies to be adopted. The State Board's responsibility for the administration of the state vocational education program includes the coordination of the development, submission, and implementation of the State plan to meet the requirements of the Carl D. Perkins Vocational and Applied Technology Education Act (VATEA), Amendments of 1990.

The VATEA modifies how federal resources support vocational education and where funds are to be allocated. The purpose of the VATEA is "to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population" (Section 2 of the VATEA). The intent is to utilize federal funds for two purposes: (1) to provide support for program improvement, and (2) to ensure access for students from special populations in vocational education. The general focus for program improvement is in the restructuring of vocational education through the integration of vocational and academic disciplines, the progression of sequences of courses leading to certificates or

degrees, and the development of technical-preparation programs that link secondary school vocational programs with postsecondary education. Equal access is supported through assurances that districts will guarantee the full and equitable participation of all members of special populations into vocational education programs. Members of special populations are defined by the Act as students of limited-English proficiency, educationally disadvantaged students, economically disadvantaged students, students with disabilities, criminal offenders, and students enrolled in programs designed to eliminate sex bias (including single parents, displaced homemakers, and single, pregnant women). All eligible members of special populations are to be provided supplementary and other services necessary for them to succeed in vocational education.

Section 113 of the *California State Plan* to meet the VATEA requirements, states: "Any State desiring to receive funds from its allotment for any fiscal year shall submit to the Secretary a State plan for a three-year period, in the case of the initial plan, and a two-year period, thereafter, together with such annual revisions as the State board determines to be necessary." Additionally, "The State board shall conduct public hearings in the state, after appropriate and sufficient notice, for the purposes of affording all segments of the public and interested organizations and groups an opportunity to present their views and make recommendations regarding the State plan. A summary of such recommendations and the State board's response shall be included with the State plan."

During the 1991-92 program year, the *California State Plan* for VATEA funds, 1991-94, was submitted to the U.S. Department of Education for review. After clarifications were made, the *California State Plan* was approved and published in April 1992.

Analysis

Public hearings for proposed amendments to the *California State Plan* to meet the VATEA requirements for 1991-94 were held on May 11, 1992, in Sacramento (Department of Transportation), and on May 12, 1992, in Norwalk (Cerritos College) (Attachment C). Written and oral statements were presented at the hearings; written statements were also accepted by mail if received by 5:00 p.m. on May 12, 1992.

The proposed amendments address the following eight areas:

1. Core Measures and Standards (Attachment B);

2. Division of Title II, Part C, Funds Between Secondary School Programs (Section 231) and Postsecondary and Adult Programs (Section 232) Purposes;

3. Waiver Request for Distributing Postsecondary and Adult Vocational Programs (Section 232) Funds;

4. Use of Funds for Technical Assistance from Title III, Part A—State Assistance for Vocational Education Support Programs by Community-Based Organizations—and Title III, Part E—Technical-Preparation Education Programs;

5. Section 225—Programs for Criminal Offenders;

6. California Department of Education State Program and State Leadership Funds—Partnership Academies;

7. Estimated Grant Award Revisions;

8. Process to Amend the *California State Plan*.

A summary of the public hearing testimony to the *California State Plan*, including staff recommendations from the Department of Education and the Chancellor's Office of the California Community Colleges, was presented to the JAPC on June 5, 1992 (Attachment A).

The California State Board of Education, the sole State agency, took policy action on June 11, 1992. The amended *California State Plan* was submitted to the U.S. Department of Education on June 16, 1992 (Attachement D).

ATTACHMENT A

JOINT ADVISORY POLICY COUNCIL ON VOCATIONAL EDUCATION

Presenter(s): *Sally Mentor/Allan Holmes and Pat Stanley* *June 5, 1992*

Amendments to California State Plan: Summary of Hearing Testimony

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For Information/Discussion

Summary of the Issue

Issue 1 Core Standards and Measures of Performance for Vocational Education

Staff Recommendation: Adopt the System of Core Standards and Measures of Performance for Vocational Education as recommended. (See Attachment B.)

Issue 2 Division of Title II, Part C—Funds Between Secondary School Programs (Section 231) and Postsecondary and Adult Programs (Section 232) Purposes

Staff Recommendation: None

CDE

Allocate the same percentage of funds to Sections 231 (47.1789%) and 232 (52.8211%) purposes in 1992-93 as was directed from the 1991-92 basic grant funds. Testimony from the public hearings mirrored the lack of consensus of the Local Program Funding Task Force whose 9-7 split vote led them to recommend both Options A and B. Without agreement on equitable criteria and reliable data, it is not advisable to dramatically shift the funds to programs serving adults at the expense of high school students.

COCCC

After reviewing the testimony from the public hearings, staff of COCCC continue to support the report of the Local Program Funding Task Force and

the action of the Joint Advisory Policy Council regarding this issue.

Issue 3 Waiver Request for Distributing Postsecondary and Adult Vocational Programs (Section 232) Funds

Staff Recommendation: Approve the Waiver Request and criteria for distributing the Postsecondary and Adult Vocational programs (Section 232) funds.

Issue 4 Use of Funds for Technical Assistance from Title III, Part A—State Assistance for Vocational Education Support Programs by Community-Based Organizations—and Title III, Part E—Technical-Preparation Education Programs

Staff Recommendation: None

CDE

Approve the use of five percent of the funds from each of Title III, Part A and Part E for CDE and COCCC to share equally in order to provide technical assistance to the field for Technical-Preparation Education programs and programs provided by community-based organizations.

COCCC

The COCCC final percentage will be determined according to the final federal rules and regulations.

Issue 5 Section 225—Programs for Criminal Offenders

Staff Recommendation: Allocate Section 225 (Programs for Criminal Offenders) funds equally between the California Department of Corrections (CDC) and the California Youth Authority (CYA). Direct CDC and CYA to develop a procedure and methodology for enabling local criminal offender programs to benefit from some portion of these funds.

Delete Goals 2, 3, and 6, along with the corresponding objectives and outcomes in Part 3, The California Department of Corrections of Section 10, Criminal Offender Programs.

Issue 6 California Department of Education State Program and State Leadership Funds—Partnership Academies

Staff Recommendation: Amend Section 5 of the *State Plan* to include $814,000 for funding of the Partnership Academies if the enacted *1992-93 State* budget so directs.

Issue 7 Estimated Grant Award Revisions Found Throughout Numerous Sections of the State Plan

Staff Recommendation: Direct all of the state's Grant Award under the Carl D. Perkins Act for 1992-93 to address the goals, objectives, and outcomes contained in the approved *State Plan*.

Issue 8 Process to Amend the State Plan

Staff Recommendation: Staff recommends that the process for amending the *State Plan* be written as a formal procedure for the Joint Advisory Policy Council and the State Board of Education. It is not necessary for the procedure to be included as a part of the *State Plan*.

ATTACHMENT B

The Proposed System for Core Standards and Measures of Performance for Vocational Education

Measure 1.
Academic Achievement

The percentage of vocational students who demonstrated gains in basic and/or advanced academic skills (reading, critical thinking skills, communication, and where applicable, math), as measured by one or more of the following:

Basic Academic Skills

1. Mastery of basic skills proficiency requirements; or

2. Completion of a basic skills course; or

3. Completion of a non-degree-applicable or noncredit course.

Advanced Academic Skills

1. Completion of a vocational education course leading to a certificate, degree, or diploma; or

2. Completion of a vocational education program; or

3. Completion of a high school diploma or GED program, for students enrolled in adult schools.

Target Date – 1992-93

Standards for Academic Achievement

1. Of the vocational students who enrolled in basic skills, non-degree-applicable, or noncredit courses, the percentage of students who were identified as successful course completers, as compared to those enrolled, will increase each year until the percentage meets the minimum standard, which will be determined by the statewide average for course completion.

2. Of the vocational students who attempted to meet the basic skills proficiency, the percentage of students who successfully complete the basic skills proficiency will increase each year until the percentage meets the minimum standard which will be determined by the statewide average for proficiency completion.

3. Of the vocational students enrolled in a degree vocational education course or program, the percentage of students who successfully completed degree courses or programs, as compared to those enrolled in degree courses and/or programs, will increase each year to meet the minimum standard, which will be determined by the statewide average for course completion and program completion.

4. Of the vocational students enrolled in adult schools for a high school diploma or a GED, the percentage of students who complete the GED program or obtain a high school diploma will increase each year until the percentage meets the statewide average for GED and high school diploma completion.

Measure 2.
Retention

1. The percentage of students who attended Community Colleges, adult schools or ROC/P (Adult) and enrolled in a vocational education course and were identified as course completers.

Target Date – 1992-93

and/or

2. The percentage of vocational students who were previously enrolled in a beginning or intermediate vocational course and/or who had a vocational major and either:

   a. progressed from a beginning course to an intermediate course; or

   b. progressed from an intermediate course to an advanced course; or

   c. met the requirement for the vocational major; or

   d. completed a vocational education program.

Target Date(s): Data Collection – 1992-93; Measure – 1993-94

Standards for Retention

1. Of the vocational students enrolled in a vocational education course, the percentage of students identified as completing courses, as compared to those students enrolled, will increase each year until the percentage meets the

minimum standard, which will be determined by the statewide average for course retention.

2. Of the students who completed an introductory vocational course, the percentage who complete an intermediate course (defined as a course for which the introductory course serves as a prerequisite) in a program sequence will increase each year until the percentage meets the minimum standard. The standard will be determined by the statewide average for retention.

3. Of the students who completed an intermediate course, the percentage of students who complete an advanced course (a course for which the introductory and intermediate courses serve as a prerequisite) in a program sequence will increase each year until the percentage meets the minimum standard. The standard will be determined by the statewide average for retention.

4. Of the students who had a vocational major and attempted to complete the requirements necessary for completion of the major or vocational education program, the percentage who complete will increase each year to meet the minimum standard, which will be determined by the statewide average for retention.

Measure 3.
Placement

The percentage of students who enrolled in vocational education at Community Colleges, adult schools or ROC/P (Adult) and were placed or employed in the following:

1. Employment; or
   a. Training-related employment
   b. Other employment
2. Additional training or education; or
3. Military or foreign aid services.

Target Date(s): Pilot - 1992-93; Measure - 1993-94

Standards for Placement

Of the students who attended Community College, adult school or ROC/P (Adult) for vocational purposes, the percentage of students who are placed into employment, transfer to higher education, progress to additional training, enter the military or

foreign aid service will increase each year until the percentage meets the minimum standard which will be determined by the statewide average.

Measure 4.
Occupational Competency

1. The percentage of vocational students who attended Community Colleges to acquire an AA/AS degree and earned an AA/AS degree.

   and/or

2. The percentage of vocational students who attended Community Colleges, adult schools or ROC/P (Adult) to obtain a license or certificate and received a license, course certificate, program certificate, or external certification.

Target Date: 1993-94

Standards for Occupational Competency

1. Of the students who attended Community Colleges to acquire an AA/AS, the percentage of students earning an AA/AS will increase each year until the percentage meets the minimum standard determined by the institution. Each institution will set a minimum standard for each vocational education program based upon historical data of the percentage of students granted AA/AS degrees in all program areas.

2. Of the students who attended Community College, adult school or ROC/P (Adult) for a license, program certificate or external certification, the percentage of students acquiring a license or certification will increase each year until the percentage meets a minimum standard, which will be determined by the institution. Each institution will set a minimum standard for each vocational education program based upon historical data of the percentage of students granted certificates and/or licenses in all program areas.

All measures shall include each of the special populations, and provide necessary accommodations as appropriate for these populations.

All standards will originate from statewide or institutional average, which will determine the minimum standard for each measure. Each district is encouraged to exceed the minimum standard and strive for continued program improvement in vocational education.

Definitions

Vocational Education Student—A student who was enrolled in one or more vocational education course during the reporting year.

Vocational Education Courses and Program—Includes those courses and programs in traditional vocational education, job training, work experience, and apprenticeship programs.

Academic Skill—Content areas include reading, critical thinking, communication and math.

Basic Academic Skill—Those academic skills included in the nondegree applicable or noncredit curriculum. For community colleges, these skills are included in basic skills courses and precollegiate level courses.

Advanced Academic Skill—Those academic skills included in the collegiate level curriculum. For community colleges, these skills are incorporated into degree applicable courses.

Competency Attainment-Level at which a student is able to perform a specific task(s) or skill(s) related to a job or occupation.

Job or Work Skill Attainment-Those skills (referred to as competencies) required to successfully gain and retain employment in a specific occupational field.

Retention-Completion of an identified vocational course, sequence of courses or vocational education program.

Placement—Placement in a new job or upgraded job; transfer to additional training or to a four year university; and entering the military or foreign service.

ATTACHMENT C

PUBLIC HEARINGS:

SUMMARY OF PROPOSED AMENDMENTS TO THE CALIFORNIA STATE PLAN FOR CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT FUNDS, 1991-1994

Section 113(a) of the Act requires that during the formulation of the State Plan, the State Board shall conduct public hearings for the purpose of affording all segments of the public and interested organizations and groups an opportunity to present their views and make recommendations regarding the State Plan.

Section 113 (c) of the Act states "When changes in program conditions, labor market conditions, funding, or other factors require substantial amendment to an approved State Plan, the State Board, in consultation with the State Council, shall submit amendments to such State Plan to the Secretary. Any such amendments shall be subject to review by the State Job Training Coordinating Council and the State Council".

In addition to meeting the legal requirement of providing the proposed amendments to the State Plan to the State Job Training Coordinating Council and the State Council on Vocational Education for review, the State Board also chose to conduct public hearings on the proposed amendments. Approximately 2000 letters were sent providing notification of the public hearings. The public hearings were conducted on May 11, 1992 at the Department of Transportation in Sacramento and on May 12, 1992 at Cerritos College in Norwalk. A total of eighty-nine people attended the two hearings. Thirty people testified at the hearings and another 26 people submitted written testimony but did not testify during the hearings.

Testimony received from interested organizations and groups during the public hearing process has been summarized by the issues raised. The summary follows a statement explaining each issue. A staff recommendation is provided relative to each issue.

ISSUE # 1: Core Measures and Standards

Description of Issue:

Each state board receiving funds under the Act is directed to develop and implement a statewide system of core measures and standards of performance for secondary and postsecondary vocational education programs. The Act specifies that the set of core measures shall include:

(1) measures of learning and competency gains, including student progress in the achievement of basic and more advanced academic skills;

(2) 1 or more measures of performance, which shall include only--

(A) competency attainment

(B) job or work skills attainment or enhancement including student progress in achieving occupational skills necessary to obtain employment in the field for which the student has been prepared, including occupational skills in the industry the student is preparing to enter:

(C) retention in school or completion of secondary school or its equivalent; and

(D) placement into additional training or education, military service, or employment;

The Act also calls for incentives or adjustments that are designed to encourage service to targeted groups or special populations.

A further requirement is that each State Board appoint a state Committee of Practitioners (COP) who is to "...meet on a regular basis to review, comment on, and propose revisions to a draft State proposal of core measures and standards of performance for vocational programs."

Summary of Testimony Received:

Testimony regarding the proposed system of core measures and standards and the work of the Committee of Practitioners was generally quite positive. Some suggestions for strengthening the proposed accountability system included:

1. Changing the placement measure for programs serving adults to count the number of students actually placed in jobs, further training or the military, rather than basing it on the number earning certificates;

2. Use of a sampling technique to measure placement of high school graduates until actual placement information can be tracked electronically through the unemployment insurance fund system;

3. Designing a single follow-up system to track placement of high school students and adults served by the four different delivery systems.

A preference was expressed for basing the measurement of competency and job skill attainment on locally identified competencies rather than using statewide industry-based student certification standards for high school students. Another speaker wanted assurance that student certification measures would be available for each of the vocational education subject areas included in high school programs.

Several speakers commented on standards. A question on whether standards for measures to be implemented in future years need to be established now was raised. One speaker requested that the use of student certification as a measure for accountability for high schools not be implemented until a standard is established. Another question was raised regarding the Committee of Practitioners' endorsement of the proposed secondary standards for academic achievement and drop-out complement rate which are part of the established High School Performance Report accountability system. A suggestion was made that the Committee of Practitioners meet again to review the proposed secondary standards. A speaker suggested that the standards for programs serving adults be edited to use language that does not imply vocational education is not an academic pursuit.

Several speakers suggested that a glossary be provided to establish common definitions for the terms used to describe important elements of the accountability system. It was recommended that the system of core standards and measures not be used to make comparisons across districts.

Other comments addressed special populations. A question was raised as to whether or not the proposed system adequately addresses them. Another speaker endorsed the proposal to report results on the measures by subgroups to highlight the results for special populations.

Staff Recommendation:

Adopt the system of Core Measures and Standards as recommended.

The proposal for the system of core measures and standards developed collaboratively with the Committee of Practitioners calls for the phase-in of various measures and standards over a multi-year period. Many of the questions raised during the public input phase will be addressed during the continuing development and implementation process. This work will be guided by the Committee of Practitioners. Guidelines for the use of the system will be prepared to help local program providers understand how to use the system as required for local program evaluation. These guidelines will provide the needed definition of terms.

For 1992-93 the proposed system will meet the minimum federal requirements and in future years will significantly exceed the

minimum requirements as additional measures are developed. Standards for the new measures for high schools will be recommended for adoption by the State Board prior to the required use of the measures for evaluation purposes.

JAPC Response: Approve as recommended.

Board Response:

ISSUE # 2: DIVISION OF TITLE II, PART C FUNDS BETWEEN SECONDARY SCHOOL PROGRAMS (SECTION 231) AND POSTSECONDARY AND ADULT PROGRAMS (SECTION 232) PURPOSES

Description of Issue:

For 1991-92, the California State Plan for Carl D. Perkins Vocational and Applied Technology Education Act Funds, 1991-94 established that the Title II, Part C secondary, postsecondary and adult vocational funds be split by state agency. Fifty-two percent of the funds were administered by the California Department of Education (CDE). These funds were to be distributed by the Section 231 formula to high schools and the Section 232 formula to ROC/Ps and adult schools. Forty-eight percent of the funds were to be administered by the Chancellor's Office of the California Community Colleges (COCCC) and distributed by the Section 232 formula to community colleges.

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 requires that one formula be used to distribute the total amount of funds dedicated to Section 232 purposes. In administering the distribution of the Section 232 funds during 1991-92, the CDE and COCCC discovered a flaw in the State Plan which calls for the funds to be split by agency rather than split by purposes--Sections 231 and 232. Specifically, it meant that the amount of funds available for high schools from Section 231 was an unknown amount until the distribution process was completed for ROC/Ps, adult schools, and community colleges under Section 232. The amount remaining of CDE's share after ROC/Ps and adult schools were funded would be directed to high schools under the Section 231 formula. By splitting the funds by agency rather than Section 231 and 232 purposes, the State does not have a specific policy for the level of funding that is directed to Section 231 purposes.

To better address the distribution of Section 232 funds in future years, the Joint Advisory Policy Council (JAPC) and State Board of Education approved the establishment of a Local Program Funding Task Force to study the funding formula issues. One part of the effort that the Task Force addressed was the issue of how 75% of the Basic Grant funding designated under Title II, Part C for local

programs be split between Section 231 Secondary Programs and Section 232 Postsecondary and Adult Vocational Programs. The discussions by the Task Force about alternative approaches for dividing the funds between Section 231 and 232 purposes resulted in no consensus for a single recommendation for this issue. The Task Force recommended two alternatives be proposed and endorsed for consideration by the JAPC and subsequently by the State Board of Education. The two alternative proposals were:

Option A: Base the split of funds on vocational education enrollments. High Schools would be eligible for Section 231 funds and ROC/Ps, adult schools, and community colleges would be eligible for Section 232 funds. The count of individuals would be based on the most current same year's enrollment data available in both agencies. The goal is to base it on an unduplicated count of individuals enrolled.

Option B: Split the Title II, Part C funds from the 1992-93 grant on a 50/50 basis between Section 231 and 232 purposes and direct the Title II, Part C share of 1991-92 carry-over funds to Section 232 purposes.

The Joint Advisory Policy Council voted unanimously to support Option A and that information was provided to the field. In addition, the Local Program Funding Task Force Report was provided as background information with the public hearing announcements.

Summary of Testimony Received:

The testimony regarding the split of funds between Section 231 and 232 was mixed. Option A was endorsed by several speakers representing entities who potentially would received Section 232 funds. Some added that Option A should also apply to any new money for local programs. Likewise, Option B was endorsed by several speakers representing districts or professional associations who benefit from Section 231 funds. Speakers representing associations with membership from secondary, postsecondary, and adult programs chose not to take a position recommending either Option A or B. One speaker had no recommendation but asked that the board reach a decision and get beyond the issue quickly. Another speaker asked the board to hold on the split of funds. Some suggested that the split of funds be based on measurable criteria. Others added that the criteria should be established through a needs assessment process.

Several speakers endorsed a third option proposed by the California Association of Vocational Administrators (CAVA). This proposal is to direct the same percentage of funds to Section 231 (47.1789%) and 232 (52.8211%) purposes in 1992-93 as was directed from the 1991-92 basic grant funds. This excludes the carry-over funds which were used to augment the Section 232 funds in 1991-92.

Many speakers addressed concern about the lack of reliable enrollment data. Most speakers acknowledged the need for common definitions and for data collection procedures to be standardized for the four program delivery systems before funds could be split based on enrollment data. Several suggested that the Local Program Funding Task Force be asked to address these issues.

Staff Recommendation:

CDE--Allocate the same percentage of funds to Section 231 (47.1789%) and 232 ((52.8211%) purposes in 1992-93 as was directed from the 1991-92 basic grant funds. Testimony from the public hearings mirrored the lack of concensus of the Local Program Funding Task Force whose 9-7 split vote led them to recommend both Option A and B. Without agreement on equitable criteria and reliable data it is not advisable to dramatically shift the funds to programs serving adults at the expense of high school students.

COCCC--After reviewing the testimony from the public hearings, staff of the COCCC continue to support Option A of the Local Program Funding Task Force Report and the action of the Joint Advisory Policy Council regarding this issue.

JAPC Response: Approve COCCC recommendation.

Board Response:

ISSUE # 3: WAIVER REQUEST FOR DISTRIBUTING POSTSECONDARY AND ADULT VOCATIONAL PROGRAM (SECTION 232) FUNDS

Description of Issue:

Section 232 of the Act requires that the State shall use a single formula to distribute any funds available from Title II, Part C for postsecondary and adult vocational education programs to eligible institutions within the state. The Act specifies that the formula be based on the number of Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs (BIA) enrolled in programs meeting the requirements of Section 235.

Section 232(b) provides the opportunity for states to seek a waiver from the U.S. Department of Education to use a formula other than the Pell Grant recipients and recipients of assistance from the BIA. Section 232(c) specifies that no grant to any institution under this section shall be for an amount that is less than $50,000.

California is seeking a waiver for the formula to distribute the Section 232 funds. The Section 232 formula waiver is based on an unduplicated count of adults who are:

1. economically disadvantaged,
2. attending the school/college, and
3. enrolled in a vocational education course.

To determine economic disadvantagement status, the following criteria will be used:

1. Board of Governor Grant (BOGG)
2. Pell Grant
3. Greater Avenues for Independence (GAIN/JOBS)
4. Job Training Partnership Act (JTPA)
5. Social Security Insurance (SSI)
6. Aid to Families with Dependent Children (AFDC)
7. General Assistance
8. *Other

*Other means an adult who is eligible for economic public assistance or student aid or an annual income level below $7,500 for single persons or $15,000 per couple with $1,000 additional per dependent child.

The period of the fall semester of 1991 through March 15, 1992 will be used to report the number of adult enrollments meeting the above formula waiver criteria.

Eligible recipients should maintain records to verify the adults reported who meet the required criteria. While third-party verified data would be preferable, a district may report those adults who have been identified by self-declaration as meeting one or more of the formula criteria, in addition to the adults who have been identified through validation by an independent third-party.

The proposed criteria and process for the distribution of Section 232 funds is described below.

1. Using the fall semester of 1991 through March 15, 1992 data, the California Department of Education and the Chancellor's Office of the California Community Colleges will determine the total number of unduplicated economically disadvantaged adult enrollees in vocational education courses reported by ROC/Ps, adult schools, and community colleges;

2. determine the relationship by the percentage each district has to the state total of eligible recipient qualified enrollees;

3. compute a fiscal unit rate per eligible recipient qualified enrollee;

4. determine each district's allocation from the u;nit rate and the district's relationship to the state total of eligible qualified enrollees;

5. rank order all districts according to the number of economically disadvantaged adults enrolled in vocational education courses;

6. run the formula and delete any district that would not receive at least $50,000;

7. rerun the formula using the remaining eligible recipients.

Summary of Testimony Received:

All testimony received pertaining to this issue was supportive of the proposed Section 232 formula waiver criteria and data collection recommendations.

Staff Recommendation:

Approve the waiver request and criteria for distributing the postsecondary and adult vocational program (Section 232) funds.

JAPC Response: Approve as recommended.

Board Response:

ISSUE # 4: USE OF FUNDS FOR TECHNICAL ASSISTANCE FROM TITLE III, PART A--STATE ASSISTANCE FOR VOCATIONAL EDUCATION SUPPORT PROGRAMS BY COMMUNITY-BASED ORGANIZATIONS AND TITLE III, PART E--TECH-PREP PROGRAMS

Description of Issue:

Section 403.187 of the draft Rules and Regulations for the Carl D. Perkins Vocational and Applied Technology Education Act states in part that a State may use only an amount of the funds reserved for each of the basic programs listed in Section 403.60(a)--(a) State Programs and State Leadership Activities, (b) Programs for Single Parents, Displaced homemakers, and Single Pregnant Women, (c) Sex Equity Programs, (d) Programs for Criminal Offenders, and an amount of funds reserved for each of the programs listed in Section 403.130--(a) State Assistance for Vocational Education Support

Programs by Community-Based Organizations, (b) Consumer and Homemaking Education Program to pay the costs of providing technical assistance that is necessary and reasonable to promote or enhance the quality and effectiveness of that program.

Additionally, Section 406.31(c) states in part that a State may use no more than the amount of funds from its (Tech Prep) award that is necessary and reasonable for the proper and efficient administration of the program and technical assistance to promote or enhance the quality and effectiveness of the State's tech-prep education programs.

It is the intent of the California Department of Education and the Chancellor's Office of the California Community Colleges to use five percent of the funds available under Title III, Part A--State Assistance for Vocational Education Support Programs by Community-Based Organizations and Title III, Part E--Tech-Prep Programs to provide technical assistance to promote and enhance the quality and effectiveness of these programs.

Summary of Testimony Received:

One presenter suggested that no funds be withheld from Title III for the purpose of providing technical assistance to local programs and recommended that the funds be directed to local programs. That presenter also recommended that if the funds were to be used for technical assistance, the State Plan should reflect how these funds will be tied to specific activities and that these funds be utilized to provide services by vocational education staff within CDE and COCCC.

Staff Recommendation:

CDE--Approve the use of 5 percent of the funds from each of Title III, Part A and Part E for CDE and COCCC to share equally in order to provide technical assistance to the field for Tech-Prep programs and programs provided by community based organizations.

COCCC--The COCCC final percentage will be determined according to the final federal rules and regulations.

The draft Rules and Regulations for the Perkins Act provides the opportunity for States to reserve funds from Title III, Part A--State Assistance for Vocational Education Support Programs by Community-Based Organizations and Title III, Part E--Tech-Prep Programs that are necessary and reasonable for the proper and efficient administration and for technical assistance to promote or enhance the quality and effectiveness of the program. The 5 percent of the funds being recommended for technical assistance by

staff would provide resources needed by the state agencies to promote and enhance the quality and effectiveness of that program.

JAPC Response: Action on this item was postponed until the September, 1992 meeting of the JAPC.

Board Response:

ISSUE # 5: SECTION 225--PROGRAMS FOR CRIMINAL OFFENDERS

Description of Issue:

Section 225(a) of the Act states:

"Designation of State Corrections Education Agency.--

1. Each State Board shall designate 1 or more State corrections agencies as State corrections educational agencies to administer vocational education programs assisted under this Act for juvenile and adult criminal offenders in correctional institutions in the State, including correctional institutions operated by local authorities."

Section 102(a)(5) establishes that an amount equal to 1 percent of the allotment (Basic Grant) shall be available only for programs for criminal offenders under Section 225.

Under Title 7 (Administration of the State Correctional System) of Part 3 of the Penal Code, Section 5000 provides that "there is in the Youth and Adult Correctional Agency the Department of Corrections." Section 1710 of the Welfare and Institutions Code provides that "there is in the Youth and Adult Correctional Agency a Department of Youth Authority." The Youth and Adult Correctional Agency, with its two-age-levels of jurisdiction, is the only state correctional agency in California.

Currently, 50 percent of the funds available under Section 102(a)(5) are made available to the California Department of Corrections through the Chancellor's Office of the California Community Colleges and 50 percent of the funds are made available to the California Youth Authority.

There is no State Board of Education policy which would direct a percentage of the funds available under Section 102(a)(5) for criminal offenders programs to be used by local correctional agencies throughout California, i.e. local jails and county court schools.

The issue is whether or not the State Board wants to establish such a policy or leave the decision to the California Department of Corrections and the California Youth Authority who are responsible for administering these funds.

The California Department of Education and the Chancellor's Office, California Community Colleges recommended that a minimum of 17 percent of the funds be earmarked for use by local correctional agencies. CDC and CYA would still receive all of the funds available under Section 102(a)(5) for programs for criminal offenders and be responsible for the administration of those funds. They would also be responsible for developing the process and procedures for notifying the local correctional authorities of the availability of the criminal offender program funds for their use.

Summary of Testimony Received:

It was suggested that the proposed amendment be clarified as to who would have the responsibility of administering the funds available for local correctional institutions and who would notify the local correctional institutions of the availability of these funds. One speaker suggested the Plan should reflect a rationale for distributing the level of funding designated for use at the state level and the local level and that it be based on the availability of funds, program size, need, and socio-economic status of clients to be served. Another speaker suggested that the funds be allocated based on the percentage of the total incarcerated as juveniles in state institutions, adults in state institutions, and sentenced adults in institutions operated by local agencies. Then within those allocations, funds be awarded through an RFP process.

On a separate issue, a speaker suggested that the Department of Corrections and the California Youth Authority should have access to funds from all sections of the Act not only the one percent funds for criminal offenders under Section 102(a)(5).

Staff Recommendation:

Allocate Section 225 (Programs For Criminal Offenders) funds equally between the California Department of Corrections (CDC) and the California Youth Authority (CYA). Direct the CDC and CYA to develop a procedure and methodology for enabling local criminal offender programs to benefit from some portion of these funds.

The California Department of Education and the Chancellor's Office of the California Community Colleges are not recommending that a specific percentage of the funds be directed for use by the local criminal offender programs.

Delete Goals 2, 3, and 6 along with the corresponding objectives and outcomes in Part 3: The California Department of Corrections of Section 10: Criminal Offender Programs.

These technical amendments are needed to reflect previously agreed to language that was inadvertently not corrected during the initial Plan development process. These technical amendments include deleting goals 2,3, and 6, including the corresponding objectives and outcomes and then renumbering the remaining goals 1, 2, and 3, followed by the identified corresponding objectives.

JAPC Response: Approved as recommended.

Board Response:

ISSUE # 6: CALIFORNIA DEPARTMENT OF EDUCATION STATE PROGRAM AND STATE LEADERSHIP FUNDS--PARTNERSHIP ACADEMIES

Description of Issue:

The State Legislature intends through the Budget Act for 1992-93 to direct the California Department of Education to use $814,000 of funds from the Carl D. Perkins Vocational and Applied Technology Education Act to partially fund the Partnership Academies for the 1992-93 program year. If the Budget Act is signed by the Governor with the $814,000 of the Perkins Act funds included for Partnership Academies, the $814,000 will be directed from the funds available under Title II, Part A, Section 201--State Programs and State Leadership.

The remaining funds available to the California Department of Education for State Programs and State Leadership activities will be used for purposes mandated by the Act and the goals and objectives which are contained in Section 5 of the California State Plan for Carl D. Perkins Vocational and Applied Technology Education Act Funds, 1991-94.

Summary of Testimony Received:

One presenter recommended that if Partnership Academies are to be funded with Perkins Funds, the State Board of Education should be assured that all of the required activities identified under Section 201--State Programs and State Leadership--can be adequately accomplished prior to any permissive activities being addressed or funded.

Staff Recommendation:

Amend Section 5 of the State Plan to include $814,000 for funding of the Partnership Academies if the enacted 1992-93 State budget so directs.

JAPC Response: Approved as recommended.

Board Response:

ISSUE # 7: ESTIMATED GRANT AWARD REVISIONS FOUND THROUGHOUT NUMEROUS SECTIONS OF THE STATE PLAN

Description of Issue:

Specific funding levels for each funded purpose of the Act were included in the State Plan based on the 1991-92 Grant Award for California. It is anticipated that California will receive an

increase of approximately $22.9 million in the Grant Award for 1992-93.

The California Department of Education and the Chancellor's Office, California Community Colleges are recommending that all of the State's Grant Award be used to address the goals, objectives, and stated outcomes contained in the Plan. If any new planned efforts are recommended to be addressed which are not currently reflected in the Plan, they will be presented to the Joint Advisory Policy Council (JAPC) and/or the appropriate governing body for approval.

Summary of Testimony Received:
One presenter suggested that any new planned activities not included in the approved State Plan should be considered substantial amendments and subject to public hearings, as well as being subject to the required review by the State Job Training Coordinating Council and the State Council on Vocational Education.

Staff Recommendation:

Direct all of the State's Grant Award under the Perkins Act for 1992-1993 to address the goals, objectives, and outcomes contained in the approved Plan.

If any new goals and objectives are recommended to be addressed which are not currently reflected in the Plan, they will be treated as amendments to the plan. This will require public hearings and presentation to the Joint Advisory Policy Council (JAPC) and/or the appropriate governing body for approval.

JAPC Response: Approved as recommended.

Board Response:

ISSUE # 8: PROCESS TO AMEND THE STATE PLAN

Description of Issue:

Section 113(a) of the Act requires that during the formulation of the State Plan, the State Board shall conduct public hearings for the purpose of affording all segments of the public and interested organizations and groups an opportunity to present their views and make recommendations regarding the State Plan.

Section 113 (c) of the Act states "When changes in program conditions, labor market conditions, funding, or other factors require substantial amendment to an approved State Plan, the State Board, in consultation with the State Council, shall submit amendments to such State Plan to the Secretary. Any such

amendments shall be subject to review by the State Job Training Coordinating Council and the State Council".

In addition to meeting the legal requirement of providing the proposed amendments to the State Plan to the State Job Training Coordinating Council and the State Council on Vocational Education for review, the State Board also chose to conduct public hearings on the proposed amendments. The public hearings were conducted on May 11, 1992 in Sacramento and on May 12, 1992 in Norwalk.

All of the proposed amendments to the Plan and a summary of the testimony received through the public hearing process will be presented to the Joint Advisory Policy Council for their consideration and a recommendation to the State Board.

Summary of Testimony Received:

One presenter recommended that the State Plan be amended to incorporate a formal process for future State Plan amendments including how/who could proposed amendments and to whom, who determines if amendments are needed, how/when proposed amendments would be distributed to the field, who receives hearing input, and who determines what input is incorporated. This presenter also stated that a desire that the State Board of Education address future amendments so that the State Council on Vocation input and/or recommendations can be considered in the formulation of any proposed amendments.

Staff Recommendation:

Staff recommends that the process for amending the State Plan be written as a formal procedure for the Joint Advisory Policy Council and State Board of Education. It is not necessary for the procedure to be included as a part of the State Plan.

JAPC Response: Approved as amended--The process for amending the State Plan will be written as a formal procedure in the Policy and Procedures Manual for the Joint Advisory Policy Council and referenced in the State Plan.

Board Response:

MISCELLANEOUS ITEMS

Testimony was received on a number of miscellaneous issues related to the State Plan but not directly related to the proposed amendments. The following comments were offered in testimony.

- Bring in a 3rd Party to look at Perkins to resolve the issues.
- Don't pay for the High School Performance Test with Perkins funds.
- Hire qualified subject matter specialists in the Chancellor's Office.
- Ensure that the CDE Vocational Education Director meets the qualifications stated in Appendix D.
- Upgrade positions of the Vocational Education leadership positions in both agencies to the Deputy level.
- Support Vocational Student Organizations by implementing Section 5 of the State Plan.
- Consider the appropriateness of CDE's development of student and program certification through contracts after reducing staff.

CALIFORNIA STATE DEPARTMENT OF EDUCATION
721 Capitol Mall; P.O. Box 944272
Sacramento, CA 94244-2720

Bill Honig
Superintendent
of Public Instruction

ATTACHMENT D

June 16, 1992

Dr. Winifred I. Warnat, Director
Division of Vocational-Technical Education
Office of Vocational and Adult Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C.

Dear Dr. Warnat:

Enclosed are three copies of amendments to the California State Plan for Carl D. Perkins Vocational and Applied Technology Education Act Funds, 1991-1994. The California State Board of Education approved these amendments at their meeting on June 12, 1992. Specifically, these amendments address:

1. Core Measures and Standards of Performance for Vocational Education (Amendment 1)

2. Waiver Request for Distributing Postsecondary and Adult Vocational Programs (Section 232) Funds (Amendment 2)

3. Division of Title II, Part C Funds Between Secondary School Programs (Section 231) and Postsecondary and Adult Programs (Section 232) Purposes (Amendment 3, Planned Expenditure # 9)

4. Estimated Grant Award Revisions (Amendment 3)

Pursuant to Section 113(c) of PL 101-392, the proposed amendments were provided to the State Job Training Coordinating Council and the State Council on Vocational Education on May 1, 1992 for their review and comment.

The State Board of Education conducted two public hearings on May 11 and 12 for the purpose of affording all segments of the public and interested organizations and groups an opportunity to present their views and make recommendations regarding the amendments to the Plan.

California will use its 1992-93 Basic Grant and Title III, Parts A, B, and E funds from the Carl D. Perkins Vocational and Applied Technology Education Act (PL 101-392) to address the needs, goals, objectives, and outcomes for each of the specified purposes identified the California Plan for Carl D. Perkins Vocational and Applied Technology Education Act Funds, 1991-1994.

If you have any questions regarding these amendments, please contact Allan Holmes, Director's Office, Career-Vocational Education Division at (916) 657-2532.

Sincerely,

Sally Mentor

Sally Mentor
Deputy Superintendent

Enclosures

cc: Allan Holmes
Pat Stanley

Section 4: Accountability Standards

1992-1994
ACCOUNTABILITY SYSTEM CORE MEASURES AND STANDARDS FOR CALIFORNIA

Part I: Background

The Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 (VATEA) provide secondary, postsecondary and adult vocational education programs with federal assistance for five years, from July 1, 1991, through June 30, 1996.

The VATEA reads as follows: "It is the purpose of this Act to make the United States more competitive in the world economy by developing more fully the academic and occupational skill of all segments of the population. This purpose will principally be achieved through concentrating resources on improving educational programs leading to academic, occupational training, and retraining skill competencies needed to work in a technologically advanced society."

In addition to serving the regular student population, the new legislation emphasizes services to "special populations," including individuals with handicaps, educationally and economically disadvantaged (including foster children), limited English proficiency, those who participate in programs designed to eliminate sex bias, and individuals in correctional institutions.

Accountability Requirements of the VATEA

Each state board receiving funds under the act is directed to develop and implement a statewide system of core measures and standards of performance for secondary and postsecondary vocational education programs. The act specifies that the set of core measures shall include measures of learning and competency gains including: (1) student progress in the achievement of basic and more advanced academic skills; and (2) one or more of the following: (a) competency attainment; (b) job or work skill attainment or enhancement; (c) retention in school or completion of secondary school or its equivalent; and (3) placement into additional training or education, military service or employment.

The act also calls for incentives or adjustments that are designed to encourage service to targeted groups or special populations.

Section 4: Accountability Standards

A further requirement is that each state board appoint a state Committee of Practitioners (COP) who are to ". . .meet on a regular basis to review, comment on, and propose revisions to a draft State proposal of core standards and measures of performance for vocational programs."

Part II: The California Committee of Practitioners

The 39 member Committee of Practitioners was appointed by the State Board after having been nominated by their respective state organizations. Committee members represent all aspects of vocational education in California that are identified in the Carl D. Perkins Act.

First convened on April 29, 1991, the group met on six occasions, two during the 1990-91 academic year and four in the 1991-92 year. Each meeting was scheduled for two days. During these meetings each aspect of four successive proposals is thoroughly studied with discussions resulting in revisions of each. The measures and standards contained in this document are the result of five previous revisions and have the endorsement of the Committee.

Conditions Established for the Proposed System of Core Measures

The goal of the committee was to meet the intent of the law within the mandated timeline and to develop a high quality accountability system that will be accepted by practitioners as reasonable and valid. The intent is that the purpose and scope of accountability be meaningful and credible to students, staff, and community. Recognizing this, the following conditions were established during the development of California's system of core measures:

1. The accountability system should be built into emerging statewide accountability systems, processes, measures, and reports. Local districts should not be expected to cope with two separate systems. The newly developed system of core measures will strive for minimum data collection and reporting at the local level.

2. SB 662 for secondary schools and AB 1725 for community college institutions establish statewide systems for accountability. It is important to consider these pieces of legislation in order to avoid duplication, yet guarantee alignment with state and federal legislative intent.

Section 4: Accountability Standards

3. In the first required year of implementation (1992-93) measures that are already in use or already developed shall be employed. At the secondary level, additional assessment tools will be developed for the measures of performance which are to be phased in during 1993-94 and 1994-95 and added to existing systems for subsequent years.

4. Standards will be set on two levels: (1) absolute and (2) value added gains or progresses. Absolute standards are those that require performance at a pre-established level. Value added gains refer to growth or increased performance from one point to another.

5. The measures will be sensitive to the need to increase the number of students from special populations to gain access to, participate in, and complete vocational education program sequences; to attain defined program competencies; to enter two- or four-year programs; and to be gainfully employed. Measures and standards will not penalize those programs that are making a concerted effort in this area.

6. Access and accommodation must be given to disabled students and others in the special populations category.

7. The core measures and standards are defined separately for secondary programs and programs serving adults in community colleges, ROC/Ps, and adult schools. Since ROC/Ps also serve high school students, it is necessary to clarify how the system of overall measures and standards will impact the ROC/Ps.

   The VATEA requirement is that local districts who are recipients of Sec. 231 or 232 funds use the system to "evaluate the effectiveness of the program conducted with assistance under this Act." ROC/Ps provide vocational programs to high school students on the high school's behalf. However, the high school is responsible for administration of the required state assessment measures for secondary school students and reporting results.

   ROC/Ps that are recipients of Sec. 232 funds will be responsible for evaluating the effectiveness of their programs using the measures and standards defined for programs serving adults in community colleges, adult schools, and ROC/Ps.

Section 4: Accountability Standards

Definitions

The VATEA states that the accountability system shall include measures of student progress in achievement of basic and more advanced academic skills.

The act further states that measures in the state accountability system shall include (1) competency attainment; (2) job or work skill attainment; (3) retention in school or completion of secondary school or its equivalent; and (4) placement into additional training or education, military service, or employment.

To facilitate the work of the Committee of Practitioners, the following definitions of the four types of measures were developed and used by the committee:

Basic and Advanced Academic Skills

Secondary:

Skills measured by the High School Performance Test (HSPT) which include those in English Language Arts (reading, writing, and oral communication), mathematics, science, and history/social studies.

Postsecondary/Adult/ROC/P:

Basic academic skills are those reading, critical thinking, communication, and mathematics skills included in the non-degree applicable or non-credit curriculum. Advanced academic skills are those skills included in the collegiate level curriculum (i.e., degree applicable for community colleges). For those enrolled in adult schools, the advanced skills are defined in the curriculum leading to a high school diploma or the GED. ROC/P (adult) definitions are included in basic academic skills for non-degree applicable or non-credit.

Competency Attainment: Level at which a student is able to perform a specific task(s) or skills related to a job, program major, or specific occupation.

Job or Work Skill Attainment: Those skills (referred to as competencies) required to successfully gain and retain employment is a career field or specific occupation.

Retention: Completion of an identified vocational course, sequence of courses or vocational education program. At the secondary level this would include high school graduation or passage of an equivalency exam.

Section 4: Accountability Standards

Placement: Placement in a new job or upgraded job; transfer to additional training or to a four-year university; entering the military or foreign service. At the secondary level this would also include entry into advanced education or training on a postsecondary level including community college, ROC/Ps adult schools, trade or technical schools.

Proposed Measures

The core measures and standards proposed for California defines an accountability system to meet the legislative requirement of the Carl D. Perkins Act. Because there are a variety of institutions with different governance structures that administer a broad spectrum of programs, the reader of this document can more easily follow the presentation if it is made separately for secondary and for programs serving adults in community colleges, adult schools, and ROC/Ps. This choice of presentation does not imply separateness nor does it define two accountability

Part III: Measures and Standards for Secondary

The system of core measures and standards at the secondary level will be phased in over a multi-year period as higher quality assessments of occupational readiness are developed and made available for use statewide. The minimum requirements of the federal law will be met in the first required year of implementation, (i.e., measure of academic achievement and at least one of four measures of performance (1) competency attainment; (2) job or work skill attainment; (3) retention in school or completion of secondary school or its equivalent; and (4) placement). Following the first year of implementation, the assessment system will be expanded to develop the sophisticated accountability system described in this document with the power to propel program improvements and increase student achievement.

Following the lead of California school reform, academic foundation, and career exploration will occur in grades 7-10. Program majors will be established locally in grades 11 and 12, and students will pursue these majors. This sequence of learning will include (1) continued academic development; (2) development of a technical core; and (3) real life workplace learning experiences.

A significant aspect of the state accountability system of core measures and standards is the identification of the student groups for whom data will be reported. Because an accountability system is being developed for programs of the future, the traditional sorting of "vocational or non-vocational" students will be avoided. The achievement measures proposed for secondary schools will sort students by program majors.

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Measure 1: Student Progress in the Achievement of Basic and More Advanced Academic Skills

1992-93

Basic academic competency baseline data will be measured by the High School Performance Test which will yield individual student scores beginning at grade 10. This measure will be given statewide in the spring of 1993. Each student's achievement level will be reported on a 6 point scale by the following categories:

6 = exceptional
5 = commendable
4 = adequate
3 = some evidence of achievement
2 = limited evidence of achievement
1 = no evidence of achievement

Standards will be set in terms of the percentages of students who perform at "commendable and above" levels and at "adequate and above" levels.

Optional reporting categories of the High School Performance Test will allow individual schools to request performance reports for sub-groups of the student population. This will enable each school to evaluated the degree to which the program is meeting the needs of special populations.

1993-94

Refinement of High School Performance Test and reports identified for 1992-93; computation of growth target standards based on 1992-93 base year results.

1994-95

Measures identified the previous years plus:

The High School Performance Test (or some identified portions of the total exam) administered to all grade 12 students enrolled in a Tech-Prep program. Academic growth will be established by matching individual student's grade 10 with their grade 12 scores. High school students will be encouraged to retake the High School Performance Test to demonstrate increased levels of performance. Students electing to participate in Tech-Prep program sequences will be required to take the High School Performance Test in grade 12 as one component of earning certification.

Section 4: Accountability Standards

Standards for Measure 1: Academic Achievement

A high school can meet the standards for performance in one of two ways:

1. Absolute Performance Standard

   By scoring (percent of students meeting performance standards) at or above the 75th percentile when compared to similar schools.

OR

2. Growth Standard

   By showing improvement at a rate that meets or exceeds the state growth target. Growth is the change in the percent of students meeting performance standards.

The High School Performance Test will be administered for the first time in 1992-93. 1992-93 will be the base year for establishing statewide targets for performance and school goals.

A school's comparison group is determined by the following steps:

- A composite index representing student background factors is computed annually for each school. The index components are collected annually and include parent education level, the percent of student mobility, and the percent of students receiving assistance under AFDC.

- All schools are ranked from high to low on the basis of the current-year composite index

- A school's comparison group consists of the 10 percent of schools ranked immediately above and the 10 percent ranked immediately below that school's location on the list of school rankings.

- For schools ranking in the top 10 percent statewide, the comparison group is the top 20 percent. For those schools ranking among the bottom 10 percent, the comparison group is the bottom 20 percent of schools.

Using this system, a school's performance is reported in terms of a relative rank. To meet the absolute performance standard, a school's score must be at or above the 75th percentile (e.g., the relative rank must be equal to or greater than 75).

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The comparison group norms, or percentile ranks, will be frozen at the 1992-93 base year level. All future year relative ranks (school percentile ranks within the comparison group) will be based on the 1992-93 values. Freezing the standards makes it possible to chart absolute progress.

The growth target will be set by reviewing the 1992-93 base year data to determine the value at the 75th percentile. The goal is for the state average to be at the 75th percentile six years from the base year. Thus growth targets are set at intervals to allow schools to assess whether they are making adequate progress toward meeting the state goal.

Measure 2: Competency, Job Work Skill Attainment

1993-94

Occupational readiness is measured by state career technical certification assessments in selected career clusters and reported in terms of the percentage of students earning certification. This aspect of measurement will be initiated in 1993-94 but will not be fully realized for several years. Certification assessments are being developed for a broad range of program majors in career fields. High schools will offer different sets of program majors. Overtime certification assessments will be available for most program majors offered by high schools.

1994-95

Use of certification assessments for additional program majors.

Standards for Measure 2: Competency, Job Work Skill Attainment

Standards will be set when baseline data is available.

Measure 3: Retention

1992-93: Dropout Complement Rate

This measure has been part of the High School Performance Report for many years. The value reported for each high school is the complement of the school dropout rate, or the percent of students who did not drop out, in grades 10 through 12 (100 minus the percent dropping out). The dropout rate used to calculate the dropout complement is the three year derived rate, which is the estimated rate by which students who were enrolled at the beginning of grade 10 are likely to drop out during the following three years. The estimate is based on one year's dropout data and includes determining the number enrolled at the beginning of grade 10, and

Section 4: Accountability Standards

reducing it by the number of grade 10 dropouts. The remainder is then reduced by the number of grade 11 dropouts in the same year, and that remainder is reduced by the grade 12 dropouts. The derived rate is used in lieu of the actual rate because the calculation minimizes the effect of transience.

Standards for Measure 3: Retention

The standard can be met in one of two ways:

1. Absolute Performance Standard

   Scoring at or above the 75th percentile when compared to similar schools. The comparison group norms are frozen at the level of the base year, 1986-87.

OR

2. Growth Standard

   Improving the dropout complement rate by 5 percentage points over the base year of 1986-87.

1993-94

Measure identified the previous year plus:

Completion of program majors in career fields. It is intended that by 1993-94, local education agencies will have defined program majors in career fields to the extent that:

1. students shall be enrolled in program majors;

2. program majors provide for the integration of academic and technical content and incorporate workplace learning experiences; and

3. that a system be in place to record student progress through the program major.

Standards will be set when 1993-94 baseline data is available.

Section 4: Accountability Standards

Measure 4: Placement

1992-93

1. Placement intention data measured by grade 12 student responses to a statewide survey about post high school intentions. Survey would probe plans to go to work, to further training in the occupational field for which the student has been preparing, to attend a community college or four-year university, to join the military or foreign service.

2. Placement information detailing progress of students from special populations who enter further training or employment will be reported per completion of the IEP when appropriate.

1993-94

Refinement of collection and reporting mechanisms for all secondary groups.

1994-95

Measures identified the previous years, plus:

> Placement information based on unemployment insurance information; military service; and public vocational training enrollment (if it is possible to establish a student record system with common identifier for student identification).

Standards for Measure 4: Placement

Standards for placement will be established when actual placement baseline data becomes available in 1994-95.

Part IV: Measures and Standards for Adult and Postsecondary Education

- All measures shall include each of the special populations, and provide necessary accommodations, as appropriate for these populations.

- All standards will originate from a statewide or institutional average which will determine the minimum standard for each measure. Each district is encouraged to exceed the minimum standard and strive for continued program improvement in vocational education.

Section 4: Accountability Standards

Measure 1: Academic Achievement

The percentage of vocational students who demonstrated gains in basic and/or advanced academic skills (reading, critical thinking skills, communication, and where applicable, math), as measured by one or more of the following:

Basic Academic Skills

1. mastery of basic skills proficiency requirements; or
2. completion of a basic skills course; or
3. completion of a nondegree applicable or noncredit course.

Advanced Academic Skills

1. completion of a vocational education course leading to a certificate, degree, or diploma; or
2. completion of a vocational education program; or
3. completion of a high school diploma or GED program, for students enrolled in adult schools.

Target Date: 1992-93

Standards for Academic Achievement

1. Of the vocational students who attempted to meet the basic skills proficiency, the percentage of students who successfully complete the basic skills proficiency will increase each year until the percentage meets the minimum standard which will be determined by the statewide average for proficiency completion.

2. Of the vocational students who enrolled in basic skills or nondegree applicable or non-credit courses, the percentage of students who were identified as successful course completers will increase each year until the percentage meets the minimum standard, which will be determined by the statewide average for course completion.

3. Of the vocational students enrolled in a degree vocational education course or program, the percentage of students who successfully completed degree courses or programs will increase each year to meet the minimum standard, which will be determined by the statewide average for course completion and program completion.

4. Of the vocational students enrolled in adult schools for a high school diploma or a GED, the percentage of students who complete the GED program or obtain a high school diploma will increase each year until the percentage meets the statewide average for GED and high school diploma completion.

Section 4: Accountability Standards

Measure 2: Retention

A. The percentage of students who attended community colleges, adult schools or ROC/P (Adult) and enrolled in a vocational education course and were identified as course completers.

Target Date: 1992-93

And/Or

B. The percentage of vocational students who were previously enrolled in a beginning or intermediate vocational course and/or who had a vocational major and either:

1. progressed from a beginning course to an intermediate course; or
2. progressed from an intermediate course to an advanced course; or
3. met the requirement for the vocational major; or
4. completed a vocational education program.

Target Date: Data collection 1992-93; Measure 1993-94

Standards for Retention

1. Of the vocational students enrolled in a vocational education course, the percentage of students identified as completing courses will increase each year until the percentage meets the minimum standard, which will be determined by the statewide average for course retention.

2. Of the students who completed an introductory vocational course, the percentage who complete an intermediate course (defined as a course for which the introductory course serves as a prerequisite) in a program sequence will increase each year until the percentage meets the minimum standard. The standard will be determined by the statewide average for retention.

3. Of the students who completed an intermediate course, the percentage of students who complete an advanced course (a course for which the introductory and intermediate courses serve as a prerequisite) in a program sequence will increase each year until the percentage meets the minimum standard. The standard will be determined by the statewide average for retention.

Section 4: Accountability Standards

4. Of the students who had a vocational major and attempted to complete the requirements necessary for completion of the major or vocational education program, the percentage who complete will increase each year to meet the minimum standard, which will be determined by the statewide average for retention.

Measure 3: Placement

The percentage of students who enrolled in vocational education at community colleges, adult schools, or ROC/P (Adult) and were placed or employed in the following:

1. Employment; or
   a. Training-related employment
   b. Other employment
2. Additional training or education; or
3. Military or foreign aid services

Target Date: Pilot 1992-93, Measure 1993-94

Standards for Placement

Of the students who attended community colleges, adult school, or ROC/P (Adult) for vocational purposes, the percentage of students who are placed into employment, transfer to higher education, progress to additional training, enter the military or foreign aid service, will increase each year until the percentage meets the minimum standard which will be determined by the statewide average.

Measure 4: Occupational Competency

A. The percentage of vocational students who attended community colleges to acquire an AA/AS degree and earned an AA/AS degree.

And/Or

B. The percentage of vocational students who attended community colleges, adult schools, or ROC/P (Adult) to obtain a license or certificate and received a license, course certificate, program certificate, or external certification.

Target Date: 1993-94

Section 4: Accountability Standards

Standards for Occupational Competency

1. Of the students who attended community colleges to acquire an AA/AS, the percentage of students earning an AA/AS will increase each year until the percentage meets the minimum standard determined by the institution. Each institution will set a minimum standard for each vocational education program based upon historical data of the percentage of students granted AA/AS degrees in all program areas.

2. Of the students who attended community colleges, adult school, or ROC/P (Adult) for a license, program certificate or external certification, the percentage of students acquiring a license or certification will increase each year until the percentage meets a minimum standard, which will be determined by the institution. Each institution will set a minimum standard for each vocational education program based upon historical data of the percentage of students granted certificates and/or licenses in all program areas.

Section 4: Accountability Standards

Definitions

Academic Skills: Content areas include reading, critical thinking, communication, and math.

Advanced Academic Skills: Those academic skills included in the collegiate level curriculum. For Community Colleges, these skills are incorporated into degree applicable courses.

Basic Academic Skills: Those academic skills included in the nondegree applicable or noncredit curriculum. For community colleges, these skills are included in basic skills courses and precollegiate level courses.

Competency Attainment: Level at which a student is able to perform a specific task(s) or skill(s) related to a job or occupation.

Job or Work Skill Attainment: Those skills (referred to as competencies) required to successfully gain and retain employment in a specific occupational field.

Placement: Placement in a new job or upgraded job; transfer to additional training or to a four-year university; and entering the military or foreign service.

Retention: Completion of an identified vocational course, sequence of courses, or vocational education program.

Vocational Education Courses and Programs: Those courses and programs in vocational education, including work experience and apprenticeship programs. For community colleges, vocational courses are identified by the Student Accountability Model (SAM) codes and the program areas are defined by the Taxonomy of Program (TOP) codes for vocational education.

Vocational Education Student: A student who has enrolled in one or more vocational education course during the reporting year.

Section 7: Expectations for Local Programs
Part 1: Local Plan/Application Requirements

1992-1994

Waiver Request for Distributing Postsecondary and Adult Program (Sextion 232) Funds

California is seeking a waiver for the formula to distribute the Section 232 funds. The Section 232 formula waiver is based on an unduplicated count of adults who are:

1. economically disadvantaged,
2. attending the school/college, and
3. enrolled in a vocational education course.

To determine economic disadvantagement status, the following criteria will be used:

1. Board of Governor Grant (BOGG)
2. Pell Grant
3. Greater Avenues for Independence (GAIN/JOBS)
4. Job Training Partnership Act (JTPA)
5. Social Security Insurance (SSI)
6. Aid to Families with Dependent Children (AFDC)
7. General Assistance
8. *Other

*Other means an adult who is eligible for economic public assistance or student fund aid or an annual income level below $7,500 for single persons or $15,000 per couple with $1,000 additional per dependent child.

In order to implement a single formula that can be applied to adult vocational programs, ROC/Ps, and community colleges, we must collect data about the number of individuals who meet the above formula waiver criteria.

The period of the fall semester of 1991 through March 15, 1992, should be used to report the number of adult enrollments meeting the above formula waiver criteria.

Eligible recipients should maintain records to verify the adults reported who meet the required criteria. While third-party verified data would be preferable, a district may report those adults who have been identified by self-declaration as meeting one or more of the formula criteria, in addition to the adults who have been identified through validation by an independent third-party.

Section 7: Expectations for Local Programs
Part 1: Local Plan/Application Requirements

The proposed criteria and process for distribution of Section 232 funds is described below.

1. Using the fall semester of 1991 through March 15, 1992 data, the California Department of Education and the Chancellor's Office of the California Community Colleges will determine the total number of unduplicated economically disadvantaged adult enrollees in vocational education courses reported by ROC/Ps, adult schools, and community colleges;

2. determine the relationship by the percentage each district has to the state total of eligible recipient qualified enrollees;

3. compute a fiscal unit rate per eligible recipient qualified enrollee;

4. determine each district's allocation from the unit rate and the district's relationship to the state total of eligible qualified enrollees;

5. rank order all districts according to the number of economically disadvantaged adults enrolled in vocational education courses;

6. run the formula and delete any district that would not receive at least $50,000; and

7. rerun the formula using the remaining eligible recipients.

1992-1993

Amendment 3

Vocational and Applied Technology Education Act Funds

SECTION 15
SUMMARY OF THE PLANNED USES OF FUNDS

This plan for the use of the federal grant funds is organized by components of the federal Act for which funds are allocated to the states. The amounts reported as available to California are preliminary estimates provided by the U.S. Department of Education in April of 1992. Any specific requirements that limit the state's discretion over these funds are noted. The amount of funds to be directed toward each category and the intended uses are provided.

Title I Part B Section 111 - State Administration $4,787,503

Up to 5% of the basic grant may be used for administration of the state plan if matched with state funds appropriated for administration. We anticipate that $4,787,503 of federal assistance will be available for administration.

Planned Expenditure 1: **Up to 5% of the basic grant to the state will be directed to cover the costs associated with the state's administration of the provisions of this plan. ($3,159,752 for CDE and $1,627,751 for COCCC)**

The California Department of Education will request that additional state funds be designated to match the federal funds allowed for administrative costs.

Title II Part A - State Programs - Section 201 - State Leadership $8,138,755

Up to 8.5% of the state's basic grant may be used to provide leadership in vocational and applied technology education at the state level. We anticipate that $8,138,755 will be available for state programs and leadership.

Section 15: Summary of the Planned Uses of Funds

Planned Expenditure 2: **8.5% of the basic grant to the state will be directed to fund state projects and state leadership activities. ($4,150,765 for CDE and $3,987,990 for COCCC)**

Title II Part B - Section 221 - Programs for Single Parents, Displaced Homemakers, and Single Pregnant Women **$6,702,504**

At least 7% of the basic grant must be used to fund competitive grant awards to local agencies or community-based organizations. Grants will be awarded for the purpose of providing or extending preparatory services, information, supportive services, and/or vocational education services to single parents, displaced homemakers, and single pregnant women.

Planned Expenditure 3: **7%, anticipated to be $6,702,504, of the basic grant will be directed to the purposes of Section 221.**

Planned Expenditure 4: **50% of the funds available under Section 221 ($3,351,252) will be directed to fund competitive grant awards administered by COCCC to serve adult single parents, displaced homemakers, and single pregnant women. Eligible grant recipients would include community colleges and community-based organizations operating programs which extend services of community colleges.**

Planned Expenditure 5: **50% of the funds available under Section 221 ($3,351,252) will be directed to fund competitive grant awards administered by CDE to serve single parents, displaced homemakers, and single pregnant women. Eligible recipients would include school districts operating high schools, ROC/Ps, secondary adult schools, and community-based organizations operating programs which extend services provided by eligible LEAs.**

The new federal Act retains the purposes of programs serving displaced homemakers, single parents, and single pregnant women and girls but requires that programs be funded through a competitive grant award process.

Section 15: Summary of the Planned Uses of Funds

Title II Part B - Section 222 - Sex Equity Programs $3,351,252

At least 3% of the basic grant must be allocated for competitive grant awards to programs, services, and activities to eliminate sex bias and stereotyping in secondary and postsecondary education. An additional .5% may be allocated to Section 221 or Section 222.

Planned Expenditure 6: **3.5% of the basic grant ($3,351,252) shall be directed to fund competitive grant awards for the elimination of sex bias and stereotyping in secondary and postsecondary education programs. ($1,675,626 for CDE and $1,675,626 for COCCC)**

Title II Part B - Criminal Offenders - Section 225 $957,501

At least 1% of the basic grant must be allocated to serve criminal offenders preparing to enter the work force upon release from a correctional institution. We anticipate that $957,501 will be available for progams serving criminal offenders.

Planned Expenditure 8: **Allocate 1% of the basic grant for Section 225 purposes: allocate 50% to correctional institutions serving youth and 50% to correctional institutions serving adults. ($478,751 to CDE and $478,750 to COCCC)**

These funds will be allocated to the California Youth Authority by CDE and the California Department of Corrections by COCCC.

Title II Part C - Secondary School Programs - Section 231 and Secondary Adult Vocational Programs - Section 232 $71,812,548

75% of the basic grant funds must be distributed by specific formula to eligible recipients to improve vocational education programs in secondary schools, postsecondary schools, and adult vocational education programs. We anticipate that $71,812,548 will be available for distribution by formula for sections 231 and 232.

Section 15: Summary of the Planned Uses of Funds

Planned Expenditure 9: **The split of funds between Section 231 (Secondary) and 232 (Postsecondary and Adult which in California includes Community Colleges, both credit and non-credit, ROC/P adults and Adults Schools) will be determined annually based on the most current student enrollment data from eligible programs. The goal is to base it on an unduplicated count of individuals enrolled.**

The formula for distributing Section 231 funds to secondary schools will be based on three criteria:

1. 70 percent of the allocation will be based on an eligible recipient's Chapter 1 funds received by the local educational agency.

2. 20 percent will be based on the eligible recipient's number of students with handicapping conditions who have an individualized education plan (IEP).

3. 10 percent of the allocated funds will be based on the number of students enrolled in schools and adults enroiled in training programs under the jurisdiction of the local educational agency.

The state shall seek approval of a waiver to allow the use of a formula other than one based on the number of students enrolled and receiving Pell Grants. A more equitable formula has been devised so that all eligible recipients have equal access to qualify for federal assistance. This formula is described in Section 7, Part 1.

Title III Part A - Community-Based Organizations **$1,221,746**

The anticipated funding for Title III Part A is $1,221,746 and must be used to fund applications prepared jointly by community-based organizations and eligible recipients of federal vocational education funds.

Planned Expenditure 10: **Direct the total amount of Title III Part A funds to competitive grant awards for support programs provided by community-based organizations that are linked with secondary and postsecondary vocational education programs. ($610,873 to CDE and $610,873 to COCCC)**

Section 15: Summary of the Planned Uses of Funds

Section 302 is viewed as an extension of secondary and postsecondary programs by tapping into the capacity of community-based organizations to extend vocational education programs and services.

Title III Part B - Consumer and Homemaking Education - Section 312 $3,486,642

We anticipate an allocation of $3,486,642 and curriculum, other support services, and administrative activities related to consumer and homemaking education.

Planned Expenditure 11: **Devote 94% ($3,277,443) of the Section 312 funds to grant/contract programs to improve secondary and postsecondary consumer and homemaking education. Reserve 6% ($209,199) of Section 312 funds to support state administration of the grant program. ($2,614,982 to CDE and $871,660 to COCCC)**

Title III Part E - Tech-Prep Education - Section 344 $9,360,786

We anticipate $9,360,786 in funding for the purposes of tech-prep education as defined in Section 344. These funds must be used for grants to develop and operate four-year technical preparation programs. Any such program shall consist of the two years of secondary education preceding graduation and two years of higher education or an apprenticeship program of at least two years following secondary instruction. The program must have a common core of required proficiency in math, science, communication, and technologies designed to lead to an associate degree or certificate in a specific career field.

Planned Expenditure 12: **Allocate $6,899,110 to COCCC to administer a grant award program for Tech-Prep Consortia projects in every community college service area that meets established qualifications. The consortia will develop and operate joint technical preparation programs. The leadership for the consortia could be posited in any LEA participating in the service area consortium.**

Section 15: Summary of the Planned Uses of Funds

Planned Expenditure 13:	**Allocate $2,000,000 to CDE for a competitive grant award program to establish Tech-Prep Resource Consortia to develop and operate Tech-Prep programs and provide expert assistance to Tech-Prep Consortia projects.**
Planned Expenditure 14:	**Allocate $461,676 to COCCC to administer a grant program for Tech-Prep Resource Consortia to provide student services information materials for outreach and guidance regarding technical preparation programs offered by consortia described in Planned Expenditure 14.**

These funds will allow California to build on the model 2+2 programs that have been funded in previous years. Consistent with the recommendations of the Joint Task Force on Articulation, these funds jointly administered by the two agencies will fund the development, support services, and operation of Tech-Prep programs statewide.

Planned Uses of Funds 1992-93 and 1993-94

The plan for the uses of funds for the second and third years of the application period is based on the assumption that the same level of funding will be available to the state. These projections will be modified annually based on anticipated grant awards and carryover funding from each previous year.

		Estimated Grant 1992-93 *	Anticipated Grant 1993-94
Title I	State Administration	$4,787,503	$4,787,503
	State March	$4,787,503 †	$4,787,503 †
Title II	A. State Programs and State Leadership	$8,138,755	$8,138,755
	B. Secion 221 Single Parents, Displaced Homemakers, Single Pregnant Women	$6,702,504	$6,702,504
	C. Section 222 Elimination of Sex Bias	$3,351,252	$3,351,252
	D. Secondary, Postsecondary, and Adult Vocational Programs	$71,812,548	$71,812,548
	E. Criminal Offenders	$957,501	$957,501
	$95,750,064	$95,750,064	$95,750,064
Title III	A. Community-Based Organizations	$1,221,746	$1,221,746
	B. Consumer and Homemaking Education	$3,486,642	$3,486,642
	State Administration	($209,199)	($209,199)
	State Match	$209,199 †	$209,199 †
	C. Tech-Prep Education	$9,360,786	$9,360,786
		$109,819,238	$109,819,238

* Allotments based on estimates from Program Memorandum OVAE/DVTE—FY92-6—dated April 3, 1992

† These items not added into total